DOCUMENT RESUME

ED 191 375 HE 013 034

AUTHOR Duley, John S.
TITLE Survey of Current Practices in Field Experience Education. Michigan State University 1977-1978.
INSTITUTION Michigan State Univ., East Lansing. Learning and Evaluation Service.
REPORT NO LES-R-78
PUB DATE 78
NOTE 61p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Ancillary School Services: *College Instruction: College Planning: *Faculty College Relationship: *Field Experience Programs: Higher Education: Institutional Research: Instructional Innovation: *Nontraditional Education: School Surveys: Self Evaluation (Groups): Student Experience: Work Experience Programs
IDENTIFIERS *Michigan State University

ABSTRACT

During the 1978 winter term, the Learning and Evaluation Service of Michigan State University initiated, in collaboration with the Council for the Advancement of Experiential Learning (CAEL), an institutional development program in field experience education. Purposes of the study were to describe the nature and extent of field experience education, important educational goals of these programs, kinds of administrative arrangements and academic practices employed, and possible use for projecting the University's institutional development program. A survey interview schedule, based on a CAEL questionnaire, was administered to 89 faculty offering the 172 programs which met definitional criteria for the study. A total of 106 programs were reported. The following items were assessed: type of program, rationale, educational goals, management processes, assessment procedures, average amount of credit per program, student placement in programs, monitoring techniques, faculty compensation, and debriefing procedures. Faculty members sometimes felt that their work was not regarded as important by more traditional peers, and there were complaints about transportation, insurance, the elimination of duplication of services, and the approaching of agencies for placement by more than one program in the University. An appendix lists all courses that met the definitional criteria of the study. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191375

PAPERS ON LEARNING AND TEACHING

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mich State Univ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 013 034

Learning and Evaluation Service
Michigan State University
East Lansing, Michigan

Survey of Current Practices in Field Experience Education

Michigan State University
1977-1978

John S. Duley

Paper #78

MSU IS AN AFFIRMATIVE
ACTION/EQUAL OPPORTUNITY
INSTITUTION

During the 1978 winter term, the Learning and Evaluation Service of Michigan State University initiated, in collaboration with the Council for the Advancement of Experiential Learning (CAEL), an institutional development program in field experience education. It began that program by surveying the nature and extent of experience based course offerings that involve students in at least 40 hours a term of out-of-classroom learning. The purposes of the survey were to:

1. describe the nature and extent of field experience education.
2. discover the primary rationales and the most important educational goals of these programs.
3. describe the kinds of administrative arrangements and academic practices being utilized in the programs.
4. use the survey as a basis for projecting the University's Institutional Development Program in this area.

Survey Procedure

A survey interview schedule was developed, based on the CAEL questionnaire, "Inventory of Current Practices in Sponsored Experiential Learning." The interview schedule was field tested, 20 faculty who offer field experience courses were recruited along with Robert Donaghey, a graduate student, to conduct the interviews. Eighty-nine of the faculty offering the 172 programs which met the definitional criteria were interviewed; and 17 others, who were unavailable during the time the interviews were conducted, received the CAEL questionnaire and returned it. One hundred and six programs are reported in the survey. The balance of courses were not included because of a lack of time and the assumption that the information from these 106 programs would provide us with an adequate picture of current practices. Because the field experience programs of the Colleges of Human and Osteopathic Medicine and the School of Nursing are a much more extensive part of the student's curriculum than is true in other units of the University, they were not included in this survey.

1978 MSU SURVEY
of
CURRENT PRACTICES IN FIELD EXPERIENCE EDUCATION

172 Programs were reported by Department Chairpersons as involving students in 40 hours or more a term in off-campus learning through work, service or research

Colleges	Number of programs	
	Undergraduate	Graduate
Agriculture and Natural Resources	32	11
Arts and Letters	13	5
Business	3	3
Communication Arts and Sciences	5	2
Education	19	29
Engineering (Co-op education is offered in all departments but not for academic credit)	1	0
Human Ecology	10	1
James Madison	1	0
Justin Morrill	2	0
Lyman Briggs	1	0
Natural Science	5	0
Social Science	10	16
Urban Development	1	0
Veterinary Medicine	0	2
Totals	103	69

The School of Nursing and the Colleges of Human and Osteopathic Medicine were not included in the survey

Table 1

The Nature and Extent of Field Experience Education

Of the 172 programs offered at MSU, 103 of them are undergraduate programs and 69 are graduate level offerings. (See Table 1.) Forty-two percent of the graduate programs are in the College of Education, 23% are in the College of Social Science, 17% are in the College of Agriculture and Natural Resources and the rest are offered in five other colleges. The College of Agriculture and Natural Resources offers almost one third of the undergraduate courses. The Colleges of Education, Arts and Letters, Social Science and Human Ecology each offer ten or more opportunities, while all of the other colleges have at least one undergraduate field experience education course or program.

There were approximately 6,400 undergraduates and 700 graduate students involved in the 106 programs surveyed during the 1976-77 academic year. When asked to identify the type of program which they were offering within an eight-category typology, faculty members reported that the categories were not mutually exclusive, that is, that their programs fit more than one of the categories in the typology. (See Table 2.) When asked to limit themselves to a single designation, well over 50% of both undergraduate and graduate programs were identified as pre-professional: 56% of the undergraduate and 57% of the graduate programs received that designation. The next largest group of programs were research type programs: 18% of the undergraduate and 23% of the graduate programs. Nine percent of the undergraduate programs were identified as primarily career exploration in nature while understandably only 3% of the graduate programs were identified in this way. Seven percent of the undergraduate programs were viewed as career development programs, while 9% of the graduate programs received this designation. The other program types are sparsely represented at Michigan State University although cross-cultural learning and service-learning are significant aspects of many of the programs.

TYPES OF PROGRAMS
of
FIELD EXPERIENCE EDUCATION
at
MICHIGAN STATE UNIVERSITY

106 Programs were covered in the survey:
71 Undergraduate (U.G.) 35 Graduate (G.)

Types of Program	% of U.G.	% of G.
Pre Professional	56%	57%
Research Projects	18%	23%
Career Exploration	10%	3%
Career Development	9%	9%
Public Service	4%	3%
Cooperative Education	1%	0%
Cross Cultural	1%	3%

Table 2

Another thing faculty members were asked to do which relates to the nature of field experience education was to assign a value of "primary," "important but ancillary," or "not considered as relevant or important," to ten statements of rationale for sponsoring and granting academic recognition for experiential learning. (See Table 3.) The largest number of programs of both undergraduate and graduate education (84% and 70% respectively) gave "a balance between theoretical and applied or practical learning is necessary for a person to be well educated" as a primary rationale for their programs. Three other rationales were rated as prime by between 53% and 65% of the programs.

The fact that a higher proportion of graduate than undergraduate programs list the necessity of experiential learning options to individualize learning opportunities, and that the reverse phenomena occurs with regard to the rationale

RATIONALE CITED AS TOP PRIORITY BY FACULTY IN FORMING FIELD EXPERIENCE PROGRAMS

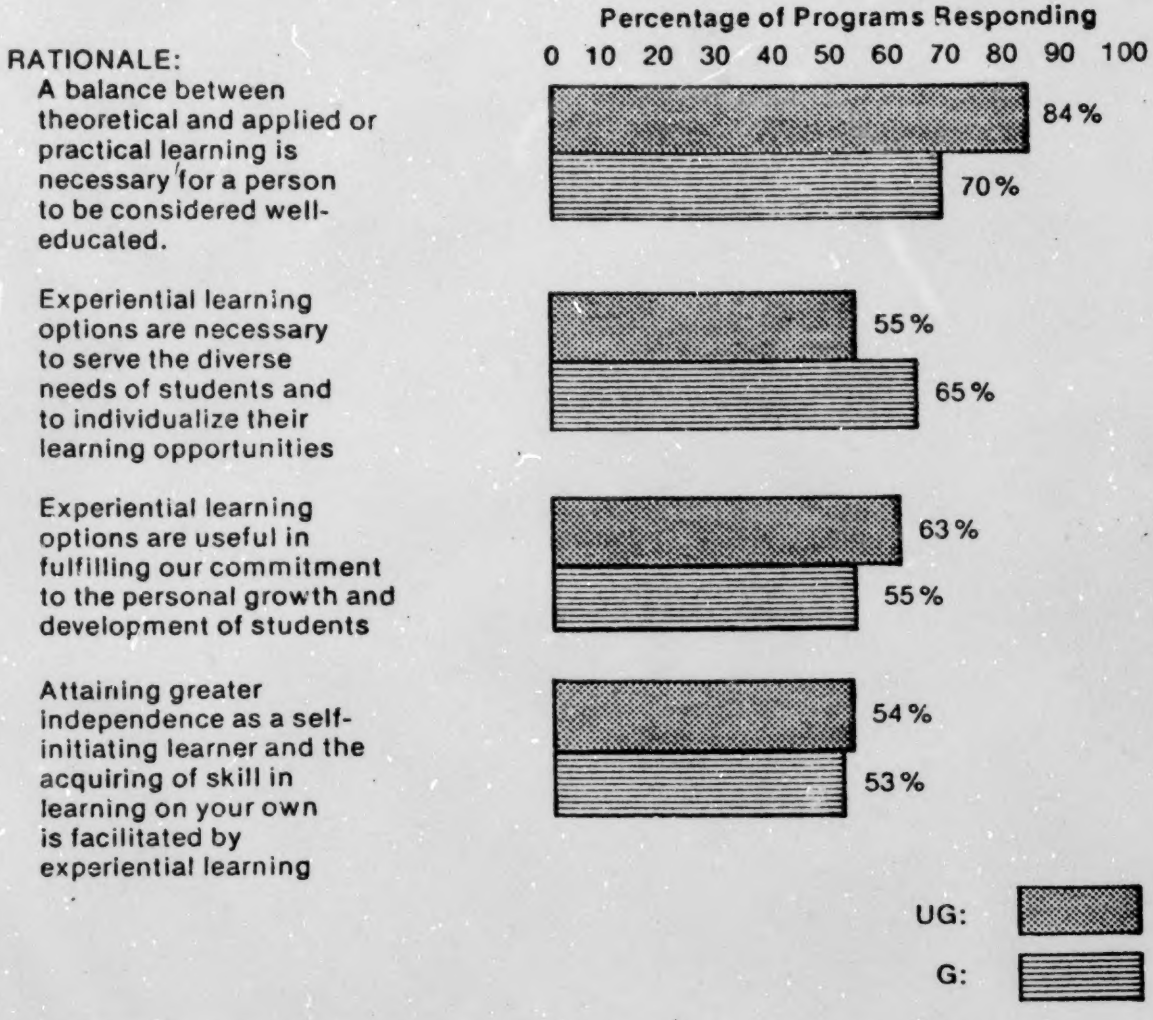
Percentage of Programs Responding
0 10 20 30 40 50 60 70 80 90 100
RATIONALE:
A balance between theoretical and applied or practical learning is necessary for a person to be considered well-educated.
84%
70%
Experiential learning options are necessary to serve the diverse needs of students and to individualize their learning opportunities
55%
65%
Experiential learning options are useful in fulfilling our commitment to the personal growth and development of students
63%
55%
Attaining greater independence as a self-initiating learner and the acquiring of skill in learning on your own is facilitated by experiential learning
54%
53%
UG:
G:

Table 3

of fulfilling the University's commitment to personal growth and development is not surprising. It is surprising that such a large percentage of the graduate programs see personal growth and development as prime rationale. It is also surprising that a larger proportion of the graduate programs (59%) than the undergraduate programs (46%) list "Since the degree is one door to employment, competencies and skills gained through work or field experience should be sponsored and recognized by academia" as a prime rationale.

The following rationales were seen as important but ancillary:

> "Offering out-of-classroom learning options is a healthy challenge to educational institutions and could prompt changes in traditional classroom education." (56% undergraduate, 37% graduate)
>
> "College level learning should be sponsored and recognized regardless of where it takes place." (51% undergraduate, 22% graduate)
>
> "Education for responsible citizenship in a democracy can best be provided through a combination of formal study and active involvement in the political process." (40% undergraduate, 48% graduate)

Thirty-three percent and 41% of the faculty members involved in undergraduate programs saw these last two rationales as irrelevant or unimportant with 54% and 29% of those directing graduate programs holding the same views. The first of these three rationales was viewed as irrelevant by 28% of those directing undergraduate and 40% of those operating graduate programs.

The final indicators of the theoretical framework of these programs are their educational goals and the order of importance assigned to them. The goal which was ranked as most important in the majority of the programs (undergraduate 73%, graduate 84%) was, "To put theory into practice." (See Table 4.) It was given second priority in 10% of the undergraduate and 14% of the graduate programs, for a total of 83% of the undergraduate programs ranking it first or second and 98% of the graduate programs. The other goal which received a significant top priority ranking (18% graduate and 10% undergraduate) was, "To acquir acquire and develop specific skills...." Thirty-three percent of the under graduate programs ranked it second, and 41% third for a total of 84% of the

RANKING OF GOALS OF THE PROGRAM

G = GRADUATE
UG = UNDERGRADUATE

GOALS:	RANK															
	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	UG
To put theory into practice, mainly by learning how to apply, integrate, and/or evaluate knowledge and/or the methodology of a discipline or field.	82%	73%	14%	10%	4%	3%	0	8%	0	0	0	2%	0	2%	0	0
To acquire knowledge specific to a discipline, profession, occupation, or organization by engaging in research.	0	3%	26%	38%	22%	21%	14%	7%	11%	14%	18%	7%	7%	7%	0	0
To acquire and develop specific skills associated with problem solving, interpersonal, group process, coping and/or psychomotor.	18%	10%	18%	33%	44%	41%	0	3%	11%	7%	4%	3%	4%	0	0	0
To increase personal growth and development by increasing self-understanding, self-confidence, self-reliance and/or clarifying values.	0	7%	26%	5%	7%	20%	38%	50%	19%	9%	7%	5%	0	2%	0	0
To learn how to learn independently by developing the ability to use experiential learning theory or engaging in cross cultural learning.	0	2%	4%	8%	11%	7%	26%	19%	26%	48%	22%	7%	11%	7%	0	0
To explore careers leading to self-understanding and the acquisition and use of career exploration skills.	0	2%	11%	7%	7%	5%	18%	10%	14%	8%	33%	51%	14%	14%	0	0
To become responsible citizens by developing a firsthand understanding of the political system, identifying issues of concern and developing the political and social action skills appropriate to citizenship.	4%	0	0	0	0	5%	0	3%	15%	5%	11%	18%	81%	67%	4%	0

Table 4

programs ranking it among their first three goals. In the graduate programs 18% ranked it second and 44% third, for a total of 80% of the graduate programs including it among their top three educational goals.

Seven percent of the undergraduate programs gave, "To increase personal growth and development...." as their most important goal (no graduate program ranked it first). Eighty-two percent of the undergraduate programs included this goal among their four most important ones while 71% of the graduate programs gave it a ranking of second, third or fourth. "To acquire knowledge specific to a discipline...." was ranked as the second priority of 38% of the undergraduate, 26% of the graduate programs, and third priority by 21% of the undergraduate and 22% of the graduate programs. Citizenship education was ranked seventh out of seven goals by over 60% of both levels of programs. Career exploration was ranked sixth or seventh by 65% of the undergraduate programs and fifth, sixth or seventh by 61% of the graduate programs. (See Table 4.)

The rest of the survey had to do with the management, educational and assessment processes utilized in the programs. Forty-one percent (29) of the undergraduate and 54% (19) of the graduate programs are administered by an individual faculty member, 38% (27) and 34% (12) respectively are administered by a coordinator or program director, while 11% (8) and 9% (3) are large enough to require a coordinator or director and staff. In only one program (Cooperative Education in the College of Engineering) is no credit given for the learning required. In all other colleges, credit is given and applied toward the degree requirements. In 49% (35) of the undergraduate programs, participation in the program is required. This also applies in 63% (22) of the graduate programs.

When asked to report the average amount of credit granted to students in their programs, undergraduate faculty members in 38% of the programs indicated 1 to 3 credits, in 24% of the programs 4 to 6 credits, in 7% of the programs

7 to 9 credits and in 27% of the programs 10 to 15 credits. (See Table 5.) Among graduate programs it was 26% granting 1 to 3 credits, 37% granting 4 to 6 credits, 23% granting 7 to 9 credits and 11% granting 10 to 15 credits. In 50% of the undergraduate and 34% of the graduate programs a student normally participates only once in the program; in 11% of the programs, respectively, two times are typical; and in 7% of the undergraduate and 11% of the graduate programs three times is normal.

WHAT IS THE AVERAGE AMOUNT OF CREDIT OR ACADEMIC RECOGNITION GRANTED TO STUDENTS UPON COMPLETION OF YOUR PROGRAM?

CREDITS GIVEN:	Percentage of Programs Responding GRADUATE	UNDERGRADUATE
1-3 credits or an equivalent portion of academic recognition	26% (9)	38% (27)
4-6 credits or an equivalent portion	37% (13)	24% (17)
7-9 credits or an equivalent portion	23% (8)	7% (5)
10-15 credits or an equivalent portion	11% (4)	27% (19)

Table 5

Table 6 compares the number of programs in which the students are engaged in the off-campus activity full time with those which require less than 40 hours a week, and the number of programs in which students receive compensation with the number in which they do not. These comparisons are included in the same chart because, in most cases, the only students receiving compensation are those who are working full time. Thirty-two percent of the undergraduate and 29% of the graduate programs required students to be off campus full time for the

full term. In 17% of the undergraduate and 12% of the graduate programs all or most of the students receive compensation. A closer examination of the part-time involvement of students reveals that 38% (27) of the undergraduate and 34% (12) of the graduate programs involve students for eight or less hours a week throughout the term 23% (16) and (8) of the programs respectively, involve them for 9 to 19 hours; while in 5% (5) of the undergraduate and 14% (5) of the graduate programs, students are involved between 20 and 39 hours a week.

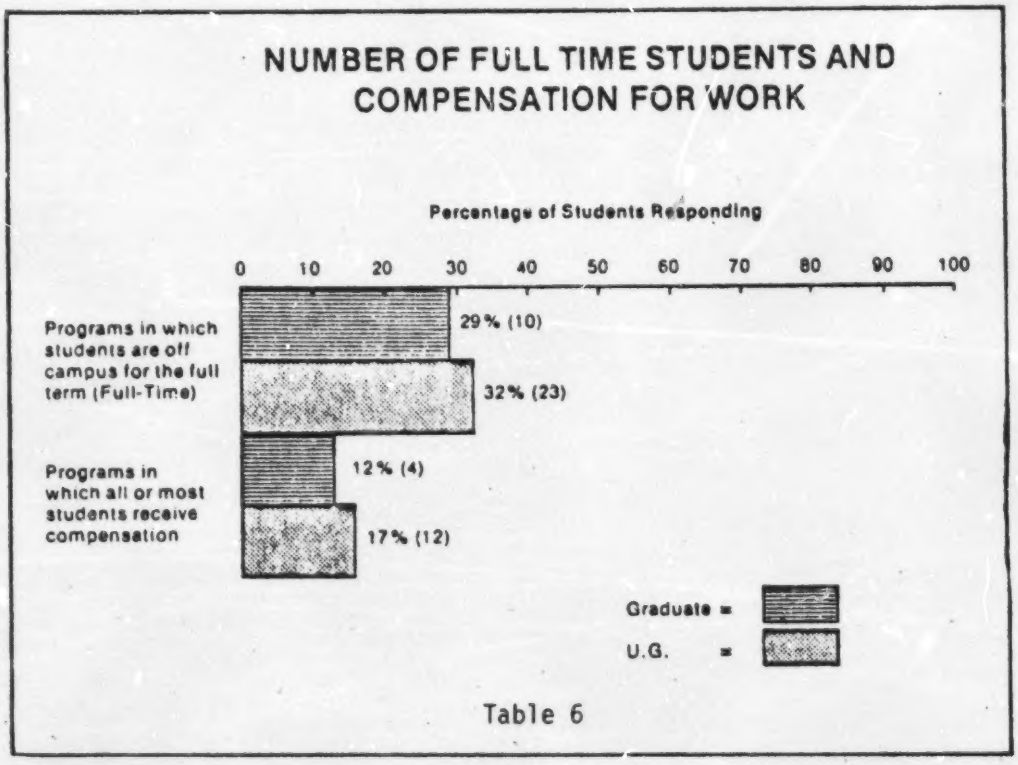
NUMBER OF FULL TIME STUDENTS AND COMPENSATION FOR WORK
Percentage of Students Responding
0 10 20 30 40 50 60 70 80 90 100
Programs in which students are off campus for the full term (Full-Time)
29% (10)
32% (23)
Programs in which all or most students receive compensation
12% (4)
17% (12)
Graduate =
U.G. =

Table 6

In the undergraduate programs, students are allowed to participate at any time during their University experience in 29% (20) of the programs, 19% (13) of the programs are restricted to seniors, 37% (25) to juniors or seniors and 11% (8) are available to freshmen or sophomores. No particular GPA is required of undergraduate students in 64% (44) of the programs, a 2.0 is required in 11% (8), and a 2.5 in 3% (2) or them. In other words, in 23% (16) of the undergraduate programs, a better than average GPA is required for admission to the program. In 46% (16) of the graduate programs, a 3.0 or better is required.

Placements are arranged exclusively by faculty members in 86% (61) of the undergraduate and 77% (27) of the graduate programs. In only 10% (7) of the undergraduate and 9% (3) of the graduate programs is the primary initiative for this given to the student. In regard to the preparation of students prior to their undertaking a field placement, no preparation is required or offered in 20% (14) of the undergraduate and 26% (9) of the graduate programs. In 71% (48) and 63% (22) of the undergraduate and graduate programs, respectively, there are specific course prerequisites which are viewed as preparation for the field experience. For an additional 3% (2) of the undergraduate programs, there is a non-credit required seminar. In 4% (3) undergraduate and 3% (1) of the graduate programs, an optional course for credit is recommended. In 11%, (8) and (4) of the programs respectively, learning contracts are used.

Table 7 indicates the procedures used by faculty members in monitoring the progress of students during their field placements. The method most frequently used in undergraduate programs (76% of them) is on-site visits. Between 25% and 32% of the undergraduate programs use one of the other methods except individual conferences with students," which 41% of the programs use. In the graduate programs 60% use on-site visits, 43% use individual conferences and concurrent seminars. Fourteen percent to 31% of the graduate programs use one of the other methods.

WHICH OF THE FOLLOWING PROCEDURES ARE USED TO MONITOR STUDENT PROGRESS IN EXPERIENTIAL LEARNING ACTIVITIES?

Method of Monitoring	Percentage of Programs Reporting GRADUATE	UNDERGRADUATE
Telephone conversations with students	14% (5)	25% (18)
Telephone conversations with agency or on-site supervisors	17% (6)	31% (22)
On-site visits	60% (21)	76% (54)
Individual conferences with student	43% (15)	41% (29)
Seminars concurrent with experiential activity	43% (15)	24% (17)
Papers, reports, or journals periodically submitted by students	28% (9)	28% (20)
Written reports by site supervisor	31% (11)	32% (23)

Table 7

The number of methods used in monitoring the student's progress while in the field is as important as the methods used. An examination of the survey data shows 26% (17) of undergraduate and 40% (12) of the graduate programs use none or one monitoring technique. (See Table 8.) Seventy-four percent and 60% respectively use more than one monitoring procedure.

NUMBER OF MONITORING TECHNIQUES USED BY PROGRAMS

Number Used	Percentage of Programs Reporting GRADUATE	UNDERGRADUATE
0	10% (3)	3% (2)
1	30% (9)	23% (15)
2	23% (7)	25% (16)
3	16% (5)	12% (8)
4	10% (3)	21% (14)
5	3% (1)	6% (4)
6	6% (2)	6% (4)
7	0	3% (2)
No Report	4	6

Table 8

In the assessment and evaluation of the learning acquired, the faculty member directing the program or teaching the course particinates in 70% (5) of the undergraduate and 74% (26) of the graduate programs. In 21% (15) of the undergraduate and 3% (1) of the graduate programs, a placement coordinator is involved. In 8% of both levels of programs more than one faculty member participates in the assessment. Outside experts or field supervisors are used in 57% (40) of the undergraduate and 43% (15) of the graduate programs. Students provide input in the assessment in 20% (14) of the undergraduate and 26% (9) of the graduate programs. One weakness of the programs surveyed is that such a high proportion, 46% (29) of the undergraduate and 78% (26) of the graduate programs use only one assessor, although this is common practice in the assessment of classroom learning. Guidelines are provided to the assessors in 59% (42) of the undergraduate and 54% (19) of the graduate programs. A fully

developed handbook is in use in 4% (3) of the undergraduate and 14% (5) of the graduate programs. No professional development workshops are provided assessors in the graduate programs. They are provided in four (6%) of the undergraduate programs.

In Table 9 the assessment methods used are identified.

WHICH OF THE FOLLOWING ASSESSMENT METHODS ARE USED TO MEASURE THE PRESENCE OR EXTENT OF LEARNING ACQUIRED?

	Percentage of Programs Reporting	
	GRADUATE	UNDERGRADUATE
Procedure:		
Performance Tests	49% (17)	58% (41)
Simulations	9% (3)	0
Product Assessment	26% (9)	21% (15)
Self-Assessment	29% (10)	37% (26)
Interviews	23% (8)	13% (9)
Written Reports	34% (12)	54% (38)
Objective Tests	0	0

Table 9

Performance tests are the most frequently used method in both undergraduate (58%--41) and graduate (49%--17) programs. Written reports are also used extensively (54%--34 and 34%--12 respectively). As with the number of assessors, the number of methods used is as important as the method. In 32% (19) of the undergraduate and 24% (7) of the graduate programs, only one method is used. Thirty-two percent and 44% of the undergraduate and graduate programs, respectively, use two methods; 36% of the undergraduate programs use more than two

as do 32% of the graduate programs. In no case is self-assessment the only method used.

The final recommendation for the awarding of credit is made in 89% (58) of the undergraduate and 94% (30) of the graduate programs by the faculty member or coordinator of the program. A group of faculty make the determination in 9% (6) and 3% (1) of the undergraduate and graduate programs respectively and outside experts have the final say in one program at both levels.

The learning acquired is recorded on the student's transcript in a manner clearly indicating it is experiential learning (internship, practicum, field work, etc.) in 45% (32) of the undergraduate and 60% (21) of the graduate programs. It is indistinguishable from classroom based learning in 25% (18) and 23% (8) of the programs, respectively. In only one program is a narrative discription of achievement included with the transcript. In 54% (38) of the undergraduate and 57% (20) of the graduate programs, students receive a numerical grade. The credit earned in 50% (34) of the undergraduate programs is in the student's major, is elective credit in 29% (20) and general education credit in 7% (5) of the programs. In 85% (28) of the graduate programs, the course is within the major emphasis of the student's program and 15% (5) of the programs provide it as an elective.

Faculty are compensated in the way indicated in Table 10. In 37% (26) of the undergraduate and 40% (14) of the graduate programs there is very weak administrative support provided since it is not viewed as a regular part of the faculty member's work load. This means that continuation of active support for the program depends upon the good will and generosity of the faculty member.

In 87% (53) of the undergraduate and 77% (22) of the graduate programs reporting the average number of hours spent by faculty members with each student was under 16 hours a term. Fifty-one percent of the undergraduate and 35% of the graduate program faculty members spent five hours or less per student per term. (See Table 11.)

as do 32% of the graduate programs. In no case is self-assessment the only method used.

The final recommendation for the awarding of credit is made in 89% (58) of the undergraduate and 94% (30) of the graduate programs by the faculty member or coordinator of the program. A group of faculty make the determination in 9% (6) and 3% (1) of the undergraduate and graduate programs respectively and outside experts have the final say in one program at both levels.

The learning acquired is recorded on the student's transcript in a manner clearly indicating it is experiential learning (internship, practicum, field work, etc.) in 45% (32) of the undergraduate and 60% (21) of the graduate programs. It is indistinguishable from classroom based learning in 25% (18) and 23% (8) of the programs, respectively. In only one program is a narrative discription of achievement included with the transcript. In 54% (38) of the undergraduate and 57% (20) of the graduate programs, students receive a numerical grade. The credit earned in 50% (34) of the undergraduate programs is in the student's major, is elective credit in 29% (20) and general education credit in 7% (5) of the programs. In 85% (28) of the graduate programs, the course is within the major emphasis of the student's program and 15% (5) of the programs provide it as an elective.

Faculty are compensated in the way indicated in Table 10. In 37% (26) of the undergraduate and 40% (14) of the graduate programs there is very weak administrative support provided since it is not viewed as a regular part of the faculty member's work load. This means that continuation of active support for the program depends upon the good will and generosity of the faculty member.

In 87% (53) of the undergraduate and 77% (22) of the graduate programs reporting the average number of hours spent by faculty members with each student was under 16 hours a term. Fifty-one percent of the undergraduate and 35% of the graduate program faculty members spent five hours or less per student per term. (See Table 11.)

In 85% (60) of the undergraduate and 86% (30) of the graduate programs, the same tuition is paid as for all other MSU courses. In 13% (9) and 11% (4) of the undergraduate and graduate programs, respectively, more tuition is paid than for other MSU on-campus courses. No tuition is paid in the Engineering College Cooperative Education Program.

Table 12 reports the various debriefing procedures used in these programs and the extent to which each is used. The one most frequently used in all programs is a personal conference with the faculty member.

DEBRIEFING PROCEDURES

Upon completion of the learning activities offered in your program, which of the following debriefing procedures are used? CHECK ALL THAT APPLY.	UNDERGRADUATE	GRADUATE
Required course or seminar for credit	13% (9)	11% (4)
Required noncredit course or seminar	10% (7)	0
Interview	20% (14)	14% (5)
Final paper	38% (27)	20% (7)
Personal conference with faculty	45% (32)	57% (20)
Exit interview with site supervisor	6% (4)	6% (2)
No procedure	6% (4)	17% (6)

Table 12

Issues and Concerns Identified by Michigan State University Faculty Members

At the end of each interview the faculty member was asked to indicate the issues or concerns that need attention during the next three to five years in order to assure high quality learning opportunities in field experience education.

One area of concern was administrative support for field experience education. They cited several issues which need attention. The SIRS forms currently used for the evaluation of faculty teaching are viewed as inappropriate to field experience education programs. They feel that campus administrative and support services for students do not take field experience education courses well enough into account. That is, registration procedures are designed with on-campus students in mind exclusively and campus privileges and services are sometimes paid for but not received by students involved in off-campus field placements. A less tangible but equally important expression of administrative support for these programs has to do with encouragement, praise or public acknowledgement of good work done by faculty members involved in experiential learning. In pre-professional programs these courses are very highly regarded by the professionals in the field and by students but often do not receive the same high evaluation from faculty members in the department. Therefore, occasional positive feedback from college and university administrators is needed. There is also concern about equitable treatment in connection with personnel decisions. Experiential education faculty often feel their work is not regarde as equally important with or as valuable as classroom teaching by administrator when decisions are being made about the establishment of tenure track positions the granting of tenure, promotion, raises or work load decisions or other matters related to compensation for services performed. They also feel there is a need for more adequate support for their programs. Some feel there are too few professional staff and support staff, such as secretarial help or graduate student assistance. They also feel that the financial support is inadequate, not only the salary of professionals, but the amount of money in the college budget provided for supplies, services and equipment. Administrative support is also viewed as inadequate in terms of scheduling. Key courses are often no available to students participating in field experience education and these

students end up being penalized for their participation. This is sometimes due to a lack of flexibility in registration procedures and sometimes due to the fact that the courses are offered only once a year.

Although most faculty are wary of the development of educational policy affecting field experience education, since each new educational policy which is developed requires a sacrifice of some freedom and flexibility, there is a concern about the need for common criteria within the university for determining the amount of credit to be granted for field experience education. There is also concern about what fees or tuition should be charged and that they be standard throughout the institution and determined by the services provided to the students. Some faculty members feel it would be useful in assuring quality control if a common set of guidelines or principles of good practice in field experience education were adopted covering such things as the development of educational objectives and goals, and the monitoring and evaluation of learning.

There was also some concern expressed about the need for better linkage between programs and the Volunteer Bureau, aid in securing more and better placements, better information dissemination about programs between departments and colleges and better distribution of information to students about placements and learning opportunities. The need was also expressed for the provision of model work agreements and learning contracts that would assist faculty as they seek to develop these for their own programs.

There were four problems which were mentioned a number of times by the people interviewed. These have to do with transportation, insurance, the elimination of duplication of services provided and the approaching of agencies for placement by more than one program in the university. Faculty whose programs require students to spend from 10 to 20 hours a week working as volunteers in agencies in the greater Lansing area expressed a desire to have transporation

provided by the University for these students, especially in the areas where adequate bus service does not exist or the students are required to transfer two or more times to get to the location of their service. The need is to transport students to and from the agencies in the most efficient manner so that the time available to the students is used in learning activities at the agencies and not in traveling back and forth between the University and the agencies. The concern about insurance is a multifaceted one having to do with health, accident and injury as it relates to the students while they are serving in various agencies. While the insurance coverage and university policies have been explained previously, there still seems to be lack of clarity and a concern on the part of faculty members as to the adequacy of insurance coverage. The concern about more than one department of the University approaching the same agency for placements has to do with wearing out our welcome with these institutions. Such redundancy undercuts the willingness of agencies to provide placements for students and makes for poor inter-institutional relationships between the University and the community. It was felt that a reduction in the duplication of services provided by the University and the use made of community agencies would be helpful.

Individual faculty also expressed concern about the need for improving practices in the recruitment and selection of students, placement development, the development of educational goals and objectives, monitoring and providing support services for students while on the placement and in the assessment and grading of student performance. It was felt by a number of faculty that students would be able to make better use of their field placement experience educationally if, before departure, they were provided with the opportunity to acquire certain basic skills. A task force of eight faculty members from different programs are currently working on the identification of five of those skills and the development and field testing of self-directed learning modules to be

used by students in preparation for field placement. Many of these concerns were only mentioned by one faculty member and therefore need to be confirmed and clarified before any action is undertaken.

Conclusions

In the 1975 study "Accredited Undergraduate Field Experience at Michigan State University," Dr. Sigmund Nosow concluded, "There is no doubt about the overwhelming positive response of students (telephone interviews with a random sample of 248 of the 2,125 students who were engaged in field experience education programs during spring term 1974) to the field experience education they have been experiencing...one can only conclude that undergraduate accredited field experience education at Michigan State University is highly successful from the perceptions of the students. No doubt, further study of field education demands some acquaintance with the responses of those who supervise such programs, and perhaps those who are the clients of those projects which provide services to the larger public as a part of this field experience education."

The survey of current practices and faculty concerns, like the previous one, indicates an extensive and well established set of field experience education programs. Michigan State University has a substantial commitment to experiential learning. Students can obtain credit and academic recognition for experiential learning that is graded, can be applied toward a degree and, in fact, is required for graduation in almost half of the undergraduate programs and over 60% of the graduate programs in the study. Only in the College of Engineering, in the Cooperative Education Program, is experiential learning treated as being a non-credit, extra or co-curricular activity. The number of courses offered and the fact that every college offers at least one such opportunity for its students shows the extent of the University's commitment. Also, it should be acknowledged, the direct involvement of the student with the

phenomena being studied plays a larger educational role at Michigan State University and the use of the environment beyond the classroom for learning purposes is more extensive than this survey documents. Only those courses were included in the survey that require students to spend a minimum of 40 hours during the term in off-campus experiential learning. Therefore, the instructional development needs identification through the survey will be similar to those of faculty members using experiential learning components within their regular courses.

The major uses made of field experience education programs at Michigan State University are pre-professional preparation and for developing research and independent study skills. No effort was made in the study to identify secondary or tertiary emphases within programs but several faculty protested that their programs were not single type programs. They resented having to choose one category in the typology. This was especially true of many of the programs which were identified as pre-professional. These programs are viewed by the faculty members responsible for them as opportunities for career exploration, service-learning, cross-cultural education and/or personal development as well as professional preparation. In short, many of the faculty members see their programs as making a contribution to both the professional and general education of their students.

The dominant rationales reported were those one would expect in predominately pre-professional or research oriented programs. The strong secondary emphasis on personal growth and development in undergraduate and graduate programs is both an acknowledgement of the potential of field experience education in this area and the legitimacy of it as an educational responsibility of higher education

In approximately seven out of every ten programs, at both the undergraduate and the graduate level, students who are engaged in experience-based learning are concurrently attending classes on campus. This means that the vast majority of the Michigan State University programs rely on agencies in the immediate

tri-county area for placement opportunities, and we need to develop and use those resources with consideration and care. These placement resources are not inexhaustable and will not tolerate exploitation. Serious attention needs to be paid to our inter-institutional relationships in the immediate vicinity of the University.

The survey identified a number of areas of interest and needs in which the staff of Learning and Evaluation Service will be working with the faculty members responsible for these programs. These include concerns about the development of learning objectives, the preparation of students, the monitoring and assessment of learning acquired as well as policy questions which need to be studied and acted upon.

Some criteria have been established as "principles of good practices" in the assessment of experiential learning (Willingham & Associates, CAEL 1977). These are not widely known by faculty members involved in teaching field experience education courses and were not used in this descriptive survey as a basis for evaluating assessment practices. Similar criteria for evaluating practices in the development and management of such programs have not been identified. Work needs to be done in both promoting understanding, acceptance and application of the principles of good practice in the assessment of experiential learning and the development and utilization of criteria for quality assurance in the other aspects of these educational programs. One of our tasks is to identify principles of good practice and develop guidelines for the application of these principles across the many diverse programs reported in this study.

While most of the programs use more than one method of (1) monitoring the student's progress while in the placement, and (2) assessing the learning acquired, there are some programs reporting none or only one monitoring technique and only one method of assessment. It is common practice in many of the programs surveyed, as it is in classroom teaching, for the assessment of learning to be done by

tri-county area for placement opportunities, and we need to develop and use those resources with consideration and care. These placement resources are not inexhaustable and will not tolerate exploitation. Serious attention needs to be paid to our inter-institutional relationships in the immediate vicinity of the University.

The survey identified a number of areas of interest and needs in which the staff of Learning and Evaluation Service will be working with the faculty members responsible for these programs. These include concerns about the development of learning objectives, the preparation of students, the monitoring and assessment of learning acquired as well as policy questions which need to be studied and acted upon.

Some criteria have been established as "principles of good practices" in the assessment of experiential learning (Willingham & Associates, CAEL 1977). These are not widely known by faculty members involved in teaching field experience education courses and were not used in this descriptive survey as a basis for evaluating assessment practices. Similar criteria for evaluating practices in the development and management of such programs have not been identified. Work needs to be done in both promoting understanding, acceptance and application of the principles of good practice in the assessment of experiential learning and the development and utilization of criteria for quality assurance in the other aspects of these educational programs. One of our tasks is to identify principles of good practice and develop guidelines for the application of these principles across the many diverse programs reported in this study.

While most of the programs use more than one method of (1) monitoring the student's progress while in the placement, and (2) assessing the learning acquired, there are some programs reporting none or only one monitoring technique and only one method of assessment. It is common practice in many of the programs surveyed, as it is in classroom teaching, for the assessment of learning to be done by

one person and for that person to be the instructor. All of these practices need to be looked at carefully to see if they represent threats to the quality of these programs. The use of self-assessment as one of several procedures is a very positive aspect of these programs and should be encouraged since it enhances the student's learning and encourages the assumption of greater responsibility on the part of the learner for his or her own education.

The means of recording the learning acquired on the student's transcript, in most cases, does not clearly indicate the nature of the learning experience. Work needs to be undertaken cooperatively with the Office of the Registrar, in response to interest already indicated, to develop more appropriate ways to record the nature of the learning acquired in these programs.

The weak administrative support provided for these programs, as indicated by the high proportion of programs in which the faculty member's involvement is not viewed as a part of his or her regular work load, needs to be given attention. Part of the problem may be that we have not established any clear guidelines as to how to equate classroom teaching and the management of field experience education programs in computing faculty work load. This matter was frequently identified by faculty members in their listing of issues and concerns during the interviews.

Many of the issues and concerns identified by faculty members have to do with the provision of information, knowledge or skills and the establishment of a network for information exchange among the faculty members involved in this type of education. This is an ongoing function of the Learning and Evaluation Service and the needs identified have been or are being responded to. Some of the issues, such as the development of better linkages between the Office of Volunteer Programs and the various field experience education programs and the reduction of redundancy in approaches made to agencies in the tri-county area for student placements, will require work and action by committees and/or

administrative units within the University. These issues and concerns will be followed up through established channels where they exist and through the establishment of temporary task oriented committees where necessary. A number of the issues need further clarification and verification as to their importance as well as greater specificity as to exactly what the issue is which needs attention. All of these issues and concerns will be addressed through the institutional development program that is based on this survey.

A complete list of the courses which meet the definitional criteria of this survey is included in the appendix.

MICHIGAN STATE UNIVERSITY

1978 Survey of Current Practices in

Field Experience Education

UNDERGRADUATE COURSES INCLUDED IN THE SURVEY

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Agriculture & Natural Resources	Parks & Recreation	PRR 488 - Field Studies in Park Administration	80-85
		*AG 399 - Agriculture Internship	30
	Animal Husbandry	*AG 399 - Agriculture Internship	18
	Dairy Science	DRY 460 - Special Problems	small
		DRY 433 - Ruminant Nutrition	60
	Public Affairs Management	PAM 480 - Independent & Supervised Study	20
	Fisheries & Wildlife	AG 399 - Agriculture Internship	75
	Agriculture	AG 399 - Agriculture Internship	100
	Crop & Soil Sciences	CSS 470 - Soil Classification	120
		CSS 92 - Placement Training	85
		CSS 93 - Placement Training	85
	Horticulture	AG 399 - Agriculture Internship	67

* This is a college course number used by all departments. It is treated as a departmental course offering in this survey.

UNDERGRADUATE COURSES INCLUDED IN THE SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Arts & Letters	Art	STA 440 - Industrial Design II	45-50
		STA 424A - Advanced Graphic Design	12
		STA 303 - Art Education I -- Resource & Materials for Art Education I	13
		STA 302 - Art in Special Education	20
	English	ENG 214 - Composition for Secondary English Teachers	20
		ENG 301 - Literature & the Adolescent	30
		ENG 408A - Problems in Teaching of Reading	18
		ENG 408B - Problems in Teaching of Reading	18-20
		ENG 408C - Problems in Teaching of Reading	25-30
		ENG 409 - Teaching Competencies in English	NR
	Music	MUS 400 - Clinical Training in Music Therapy	40

UNDERGRADUATE COURSES INCLUDED IN THE SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Business	Management	MGT 414 - Human Relations in Business	150
	Business Law & Office Administration	BOA 468 - Field Studies	12
	Economics	EC 400 - Independent Study	6-8
Communication Arts & Sciences	Telecommunications	TC 499 - Individual Projects	20
	Communication	COM 499 - Special Projects	20
		COM 499 - Special Projects	3
Education	Elementary & Special Education	ED 490D - Aiding Teachers of Visually Handicapped Learners	25-30
		ED 490E - Aiding Teachers of Blind/Deaf Learners	25-30
		ED 490F - Teaching Low Vision Skills	25-30
		ED 490G - Teaching Daily Living Skills to Visually Handicapped Learners	25-30
		ED 446 - Internship	NR
		ED 490C - Field Experience: Mental Retardation	60-80 Sophs. 50 Seniors
		ED 101A - Exploring Elementary Teaching	500

UNDERGRADUATE COURSES INCLUDED IN THE SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Education (cont.)	Elementary & Special Education (cont.)	ED 490J - Field Experience: Special Education Core	164
		ED 321A - Curriculum Methods & Materials--Elementary Education	499
		ED 490A - Field Experience: Deaf Education	22
	Health, Phys. Ed. & Recreation	HPR 402 - Student Leadership in Recreation	150
	Counseling, Personnel Services & Ed. Psych.	ED 412 - Human Growth & Development	36
	Secondary Education & Curriculum	ED 102C - (not listed in 1978 course descriptions)	130
		ED 202C - Alternative Secondary School Structures	130
		ED 302A - Teaching Skills in Lab	130
		ED 302B - Lab in Ethnic Values in Adolescents	130
		ED 302C - Clinical Field Experience in Secondary Teaching	130

UNDERGRADUATE COURSES INCLUDED IN THE SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Education (cont.)	Teacher Education	ED 436A - Student Teaching & Professional Development	1,100
		ED 482 - Seminar in Education--Urban Tutorial	66
Engineering--Cooperative Education		(not a course, so there's no title)	12
Human Ecology	Family & Child Sciences	FCS 498 - Field Study	12
		FCS 464 - Practicum on Child Development Center	100
	Food Science & Human Nutrition	HNF 498 - Field Study	
		HNF 480 - Practice of Dietetics	20
	Family Ecology	FE 498 - Field Study	4
	Human Environment & Design	HED 405A - (textiles) Field Study--Retail Operations	59
James Madison		MC 390 - Field Experience	75
Justin Morrill		JMC 400B,C- Field Study, Foreign Study	60-70
Lyman Briggs		LBC 490 - Directed Study	2
Natural Science	Zoology	ZOL 461 - Orinthology	90
		ZOL 481 - Invertibrate Zoology	15

UNDERGRADUATE COURSES INCLUDED IN THE SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Natural Science (cont.)	Geology	GLG 344 - Summer Field Camp	40-50
		GLG 445 - Field Studies	40
Social Science	Criminal Justice	CJ 490 - Criminal Justice Practicum	100
	Social Work	SW 467 - Field & Agency Experience	150/term for three terms
	Political Science	PLS 494 - Field Work in Political Science	150
	Psychology	PSY 490 - Special Problems in Psychology	6-8/year
	Anthropology	ANP 171 - Intro. to Socio-cultural Anthropology	50-70
		ANP 490 - Topics in Anthropology	4
Urban Development		UD 499 - Field Experience	160

UNDERGRADUATE COURSES NOT INCLUDED IN SURVEY

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Agriculture & Natural Resources	Agricultural Engineering	Ag.Tech.086-Special Problems	
		Ag.Tech.095-Placement	
		Ag.Tech.096-Training	
		AE 480 - Special Problems	
		BC 418 - Special Problems	
		AG 399 - Internship	
		PSA 480 - Special Problems	
	Agricultural Economics	FSM 480 - Independent Study	
	Food Science & Human Nutrition	*AG 399 - Internship	
	Crop & Soil Science	CSS 90&91 - Placement Training	
		CSS 411 - Special Problems	
	Fisheries & Wildlife	FW 404 - Fisheries & Wildlife Problems	
	Horticulture	HRT 54A&B - Landscape Placement Training	
		HRT 57A&B - Floraculture Placement Training	

* This is a college course number used by all departments. It is treated as a departmental course offering in this survey.

UNDERGRADUATE COURSES NOT INCLUDED IN SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Agriculture & Natural Resources (cont.)	Poultry Science	*AG 399 - Internship	
	Resource Development	RD 470 - Water Resource Development	
		RD 480 - Supervised Study	
Arts & Letters	Art	STA 424C - Advanced Graphic Design	
	French	FRN 499 - Special Projects	
Communication Arts & Sciences	Audiology & Speech Sciences	ASC 474 - Clinical Practicum in Social and Language Pathology	
	Journalism	JRN 499 - Individual Projects	
Human Ecology	Human Nutrition & Foods	HNF 475P - Community Nutrition Fieldwork	
	Human Environment & Design	HED 405B - Special Problems in Retaining Fieldwork	
		HED 490 - Problems in Human Environment & Design	
		HED 498 - Field Study	
Natural Sciences	Geology	GLG 308 - Field Excursion	

UNDERGRADUATE COURSES NOT INCLUDED IN SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Social Science	Anthropology	ANP 380 - Methods of Socio-cultural Anthropology	
	Psychology	PSY 491 - Participation in Psychological Projects	
	Urban Planning & Landscape Architecture	LA 389 - Internship	
		UP 489 - Internship in Urban Planning	

GRADUATE COURSES INCLUDED IN THE SURVEY

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Agriculture & Natural Resources	Resource Development	RD 816 - Field Techniques in Community Resource Development	24
	Botany & Plant Pathology	BOT 885 - Plant Diseases in the field	21
Arts & Letters	History of Art & Urban Planning	HA/UP 840 - Historic Preservation	35
Business	Marketing & Transportation Administration	MTA 808 - Emerging Issues in Business Environment	30/year
		MTA 854 - Problem Solving	20-25
Communication Arts & Sciences	Audiology & Speech Sciences	ASC 875A - Clinical Practicum in Speech & Language Pathology	42
		ASC 875B - Clinical Practicum in Audiology	15
Education	Elementary & Special Ed.	ED 990B - Experience in Special Ed. Administration	4
		ED 890D - Field Experience: Teaching Visually Handicapped Learners	6-10
		ED 890F - Field Experience: Learning Disabilities	6-10

GRADUATE COURSES INCLUDED IN THE SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Education (cont.)	Counseling, Personnel Services & Ed. Psych.	ED 819F - Counseling Practicum I	35
		ED 819G - Counseling Practicum II	35
		ED 817C - Urban Counseling Practicum	32
	Health, Phys. Ed. & Recreation	HPR 879 - Internship	12
	Secondary Ed. & Curriculum	ED 802A - Education in the USA	45
		*ED 884 - Lab & Field Experience in Education	20
	Administration & Higher Ed.	*ED 884 - Lab & Field Experience in Education	1
		*ED 984 - Lab & Field Experience in Education	20
		*ED 984 - Lab & Field Experience in Education	21
		*ED 984 - Lab & Field Experience in Education	?
		* 884 - Practicum College Student Personnel	60-80
		* 982 - Multidisciplinary Extern Program	200

* These course numbers are used by various fields of emphasis within the graduate programs of the College of Education. Each usage is reported separately in this survey.

GRADUATE COURSES INCLUDED IN THE SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Education (cont.)	Administration & Higher Ed. (cont.)	986A - Counseling Practicum I	10
		986B - Counseling Practicum II	10
		986C - Counseling Practicum III	10
		* 982 - Seminar in Education (Central Staff Externship)	15
Social Science	Criminal Justice	CJ 890 - Practicum	6
	Social Work	SW 865 - Advanced Social Work Practice I	57
		SW 875 - Evaluation of Social Work Treatment	5
		SW 876 - Survey Research on Social Problems	5
		SW 877 - Qualitative Research Methods in Social Work	5
	Political Science	PLS 894 - Field Experience Practicum	10
	Psychology	PSY 867 - Field Training in Industrial Psych.	15
	Anthropology	ANP 850 - Archaeologycal Methods-Techniques	11
Veterinary Medicine		LSM 603 - Large Animal Surgery & Medicine	

GRADUATE COURSES NOT INCLUDED IN THE SURVEY

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Agriculture & Natural Resources	Agricultural Engineering	AE 880 - Special Problems	
		AE 899 - Research	
		AE 999 - Research	
		BC 899 - Research	
	Agricultural Economics	AEC 882 - Individual & Supervised Study	
	Botany & Plant Pathology	BOT 826 - Advanced Tropical Botany (12 cr.)	
	Crop & Soil Science	CSS 811 - Special Problems	
	Fisheries & Wildlife	FW 802 - Advanced Topics	
	Resource Development	RD 824 - Watershed Management	
Arts & Letters	Art	STA 820 - Problems in Art Education	
	English	ENG 841 - Topics in the Teaching of English	
		ENG 847 - Reading & the English Teacher	
		ENG 896 - Practicum in English Language & Literature	
Business	Business Law & Office Administration	BOA 890 - Special Problems	

GRADUATE COURSES NOT INCLUDED IN THE SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Education	Administration & Higher Education	*ED 984 - Externship, Secondary School Principals	
		ED 982 - Externship, Multi-disciplinary	
		*ED 984 - Administration Teams	
	Counseling, Personnel & Ed. Psych.	ED 884 - Lab. Field Counseling Practicum	
		*ED 984 - Laboratory & Field Experience in Education	
		ED 917C - Counseling Supervision in Urban Settings	
		ED 985 - Counseling Pre-Practicum	
	Elementary & Special Education	ED 890C - Field Experience: Mental Retardation	
	Health, Phys. Ed. & Recreation	ED 885 - Directed Field Experience	
	Secondary Education & Curriculum	*ED 984 - Lab. & Field Experience in Education	
Human Ecology	Family & Child Sciences	FCS 813B - Special Studies in Family Life	

* This course is used by various fields of emphasis within the graduate programs of the College of Education. Each usage is reported separately in this survey.

GRADUATE COURSES NOT INCLUDED IN THE SURVEY (cont.)

COLLEGE	DEPARTMENT	COURSE NUMBER & TITLE	NUMBER OF ENROLLEES
Social Science	Criminal Justice	CJ 809 - Special Issues in Criminal Justice	
		CJ 818 - Social Control, Criminal Justice & Relations	
	Social Work	SW 835 - Social Work Practicum I	
		SW 836 - Social Work Practicum II	
		SW 837 - Social Work Practicum III	
		SW 866 - Advanced Social Work Practice II	
		SW 867 - Advanced Social Work Practice III	
	Urban Planning & Landscape Architecture	UP 889 - Internship in Urban Planning	
Veterinary Medicine	Large Animal Surgery & Medicine	LSM 602 - Large Animal Clinics Clerkship	